

Class:	Date : Sunday / /	Students total number:	Present:	Absent:
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Content/ widows	unit	Chapter/ theme	lesson	learning outcomes	activities	Teacher's Choices					
						Page number in Teacher Handbook	teaching strategies	Questions/modellind	digital resources	Differentiation/cases	Life skills
Maths	who I am	3	22-21	<p>During this lesson, pupils do the following:</p> <ul style="list-style-type: none"> <li>Participate in data collection activities</li> <li>Answer questions about a graphical representation of the class</li> <li>Count up to 8</li> <li>Visually represent quantities up to 8 using images</li> <li>Participate in data collection activities</li> <li>Answer questions about a graphical representation of the class</li> <li>Count up to 9</li> <li>Visually represent quantities up to 9 using images</li> </ul>	<p>Participation in the daily calendar</p> <p>Counting on fingers from 1 to 9</p> <p>Count and represent numbers from 1 to 5</p> <p>Ask pupils to count up to 9 with you in different ways</p> <p>Can you clap your hands 9 times? Can you click your cheek 9 times? Can you touch your head 9 times?</p> <p>Distribute 9 beans, paper and pencil to each pupil.</p> <p>Make a circle of beans.</p> <p>Be triangular with beans.</p> <p>Be oblong with beans.</p>	115-108					
English	who I am	2	1	<p><b>Objectives:</b> To identify vocabulary for musical instruments in a picture</p> <p>To use musical instruments vocabulary in oral sentences.</p> <p>To listen to and sing along with a song</p> <p><b>Vocabulary:</b> drum, flute, guitar, piano, triangle</p> <p><b>Opener</b></p> <p>Welcome the children with a smile and say Hello! Encourage the children to say Hello! back to you.</p> <p><b>Presentation</b></p> <p>If you have a CD with some music available, play some to the class. You can also use one of the songs from this book's CD. Ask the students Do you like music? Discuss music and when we listen to it. Do any of the students know how to play a musical instrument?</p> <p><b>Closing</b></p> <p>Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.</p>							
Arabic	من اكون	اسرتى	حروف	<p>يميز العلاقة بين شكل الحرف وصوته</p> <p>يميز صوت الحرف</p> <p>يحدد الصوت الاول للكلمة</p> <p>يميز شكل الحرف متصلة ومنفصلة</p> <p>يكتب حروف عربية تتبع تقيد بصورة مستقلة</p> <p>يميز الصوت الاول للكلمة ويكتبه</p>	<p>استمع وانطق ولون</p> <p>ضع علامة صح عند صوت حرف ن</p> <p>لاحظ ولون الصور التي تبدأ بنفس الصوت</p> <p>لون الكلمات التي بها صوت الباء</p> <p>اكتب</p> <p>اكتب الحرف الاول مع الضبط</p>	٣٧-٣٥					

Teacher's self reflection	Exceeds expectation	blue	Meets expectations	Green	Sometimes meets expectations	Yellow	Below expectations	red
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Content/ widows	unit	Chapter/ theme	lesson	learning outcomes	activities	Teacher's Choices					
						Page number in Teacher Handbook	teaching strategies	Questions/modellind	digital resources	Differentiation/cases	Life skills
Arabic	من اكون	اسرتى	لاظ و اكتشف	يجزى اصوات الكلمة المنطققة يميز الصوتين الاول والآخر للكلمة يلون الاصوات المتشابهه	ارسم علامة صح مكان صوت الحرف كالمثال لون الصور التي بنفس الصوت الآخر	39,38					
Maths	who I am	3	24-23	During this lesson, pupils do the following: •Participate in data collection activities •Answer questions about a graphical representation of the class •Count up to 1 . •Visually represent quantities of up to 1 using images •Participate in data collection activities •Answer questions about a graphical representation of the class •Write down numbers 1, 2 and 3 •Visually represent quantities to a maximum of 3 using images	Participation in the daily calendar Count up to number 10 on fingers Counting on our fingers up to 10 . Come back with me until I reach number five. 1, 4, 3, 2, 5. Ask pupils to go to the next colleague and tell them how many days of the week Draw the number 1, write the word "one" and draw one thing of a shape, all on the board.						
Multidisciplinary	who I am	feet and four claws 3	1	During this lesson, pupils do the following: • Demonstrate preliminary knowledge of animals. • Brainstorm research questions. • Formation of questions about animals that can guide the learning part of the module "Two Feet, Four Claws". • Select the components of the book (page) Title, author, etc.). • Contribute to joint reading. • Share comprehension details from text Joint reading.	You will learn about the animals that live in Egypt, and those that live in other parts of the world You will also learn about the similarities and differences between us and some animals Accompany the students on foot to the library to learn about a book with animals	١١١-١٧					

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Class:	Date : Tuesday / /	Students total number:	Present:	Absent:
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						Teacher's Choices						
Content/ widows	unit	Chapter/ theme	lesson	learning outcomes	activities	Page number in Teacher Handbook	teaching strategies	Questions/modellind	digital resources	Differentiation/cases	Life skills	enrichment
Multidisciplinary	who I am	feet and four claws 3	٢	During this lesson, pupils do the following: • Reading comprehension with the help of a teacher. • Identify the first word and last word in the sentence. • Share ideas on the duties of all living things. • Identify qualities that help animals meet basic duties.	Provide activity books to students. The teacher instructs the pupils to open the pupil's book on page 45, where the title Legs of Animals is located. Go to page 46 and lift the book up for the teacher to see. Open the disciple's book on page 47, entitled "The Fox".	115-112						
Arabic	من اكون	اسرى	حرف الماء	يميز العلاقة بين شكل الحرف وصوته يميز صوت الحرف يحدد الصوت الاول للكلمة يميز شكل الحرف متصلة ومنفصلة يكتب حروفه عربية تتبع تقليد بصورة مستقلة يميز الصوت الاول للكلمة ويكتبها	استمع وانطق ولون ضع علامة صح عند صوت حرف ل لاحظ ولون الصور التي تبدأ بنفس الصوت لون الكلمات التي بها صوت الماء اكتبه اكتب الحرف الاول مع الضبط	٤٢-٤٤.						
physical education	who I am	١	انا الفائز	يؤدي بعض المهارات الحركية (توازن - زحلقة - وثب - مد - ثني - دوران ) يؤدي نشاط مركب لبعض مهارات رمي ولف الكرة	الاتزان - الزحلقة - الوثب - القفز العب الكرة							

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Multidisciplinary	Religious values	Multidisciplinary	Maths	Content/ widows	learning outcomes	activities	Teacher's Choices						
							unit	Chapter/ theme	lesson	Page number in Teacher Handbook	teaching strategies	Questions/modellind	digital resources
who I am	1	احترام الآخر	feet and four claws 3	3	During this lesson, pupils will: •Participate in data collection activities •Answer questions about a graphical representation of the class •Write down numbers ٤, ٥ and ٦ •Visually represent quantities to a maximum of ٦ using images	We will practice writing new issues. Or we'll write it in the air and then in our math notebooks. Drawing the number ٤, writing the word "four" and drawing four things of some shape, all on the painting.	25	127-124					
who I am	3	احترام الآخر	feet and four claws 3	3	During this lesson, pupils do the following Contribute to joint .reading Comparison of animal .body parts Share comprehension • details from text .Joint reading • Describe the duties of animals.	The teacher says the following: Open your activity book on page ٤٨, Golden Eagle if not open On them already. Upload the page so that I can see that you are opening the right page. The pupils go to page ٤٩ "The Gazelle". The disciples discuss what they see when they look at the image of the gazelle.	3	93-91					
who I am	4	فکر وابدع	feet and four claws 3	4	يشعّج التلاميذ على تلوين الصورة التي تدل على المفهوم الصحيح للعطاء تحديد الطريقة المناسبة للتعبير عن الشكر في مثل هذا الموقف رسم الاشياء المفضلة لديهم وتلوينها لتؤكد لهم فكرة التمييز واحترام الاختلاف	فکر وابدع - لون اكمل باللون الصحيح							
who I am	4	احترام الآخر	feet and four claws 3	4	During this lesson, pupils will: • Comparison of animal sizes. • Identify qualities that help animals To meet its basic duties. • Share comprehension details from participatory reading text	The pupils open the page "Two feet, four hooves" and identify the larger animal .And the smallest "jerboa" . Pupils go to page and raise the page high with the 'Count up to .teacher							

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Class:	Date : Thursday / /	Students total number:	Present:	Absent:
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Content/ widows	unit	Chapter/ theme	lesson	learning outcomes	activities	Teacher's Choices					
						Page number in Teacher Handbook	teaching strategies	Questions/modellind	digital resources	Differentiation/cases	Life skills
English	1	2	2	<p><b>Objectives:</b> To identify and use vocabulary for musical instruments in a picture story            To listen to and follow a picture story            To predict about what happens next in a story  <b>Vocabulary:</b> drum, guitar, piano, flute, triangle  <b>Opener</b></p> <ul style="list-style-type: none"> <li>Revise the musical instruments: drum, guitar, piano, recorder and triangle, with the class using the pictures of musical instruments.</li> <li>Play the song from Lesson 1, Student's Book, page 2 again with the class and ask students to sing along and mime with the song as much as they can.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.</li> <li>Say We read a story about a talent show.            We can talk about the musical instruments we can play.            Next we will learn about working together.</li> </ul>							
Arabic	من اكون	اسرق	حروف	<p>يميز العلاقة بين شكل الحرف وصوته            يميز صوت الحرف            يحدد الصوت الاول للكلمة            يميز شكل الحرف متصلة ومنفصلة            يكتب حروفه عربية تتبع تقليد بصورة مستقلة            يميز الصوت الاول للكلمة ويكتبه</p>	<p>استمع وانطق ولون            ضع علامه صح عند صوت حرف ح            لاحظ ولون الصور التي تبدأ بنفس            الصوت            لون الكلمات التي بها صوت الحاء            اكتب            اكتب الحرف الاول مع الضبط</p>	٣٥-٣٤					
Multidisciplinary	who I am	feet and four claws 3	5	<p>During this lesson, pupils will:</p> <ul style="list-style-type: none"> <li>Compare human duties with those of animals.</li> <li>Identify healthy and unhealthy foods.</li> <li>Comparison of the qualities of animals.</li> </ul>	<p>Living organisms need air.            How do you think you get air?            Oh we read together about man. Think about our similarities with other animals that            We researched it.            The pupils open page ٥٣. The disciples raise their hands to respond with the words "ears" and feet."</p>	١٢٤-١٢٣					

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